

Edward E Taylor Elementary

200 McRae St.
Columbia, S. C. 29203

Grades	K-5 Elementary School	
Enrollment	208 Students	
Principal	Debbie Hunter-Bailey	803-343-2924
Superintendent	Dr. Allen J. Coles	803-231-7500
Board Chair	Dr. Jasper Salmond	803-231-7556

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	39	63	13

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Below Average	Yes
2005	Below Average	Below Average	Yes

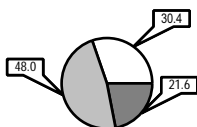
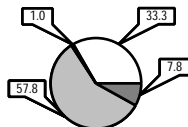
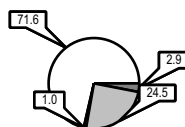
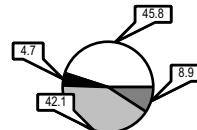
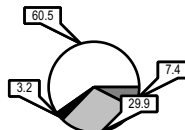
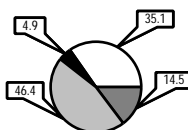
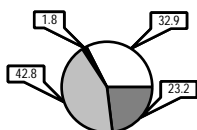
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

94.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	125	100.0	30.4	48.0	21.6	0.0	29.4	Yes	Yes
Gender									
Male	68	100.0	36.5	46.2	17.3	0.0	26.9		
Female	57	100.0	24.0	50.0	26.0	0.0	32.0		
Racial/Ethnic Group									
White	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	120	100.0	30.3	48.5	21.2	0.0	29.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	90	100.0	25.3	52.0	22.7	0.0	32.0		
Disabled	35	100.0	44.4	37.0	18.5	0.0	22.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	125	100.0	30.4	48.0	21.6	0.0	29.4		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	125	100.0	30.4	48.0	21.6	0.0	29.4		
Socio-Economic Status									
Subsidized meals	116	100.0	28.0	49.5	22.6	0.0	31.2	Yes	Yes
Full-pay meals	9	100.0	I/S	I/S	I/S	I/S	I/S		

Mathematics – State Performance Objective = 36.7%									
All Students	125	100.0	33.3	57.8	7.8	1.0	20.6	Yes	Yes
Gender									
Male	68	100.0	30.8	61.5	7.7	0.0	19.2		
Female	57	100.0	36.0	54.0	8.0	2.0	22.0		
Racial/Ethnic Group									
White	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	120	100.0	33.3	58.6	7.1	1.0	20.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	90	100.0	29.3	58.7	10.7	1.3	25.3		
Disabled	35	100.0	44.4	55.6	0.0	0.0	7.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	125	100.0	33.3	57.8	7.8	1.0	20.6		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	125	100.0	33.3	57.8	7.8	1.0	20.6		
Socio-Economic Status									
Subsidized meals	116	100.0	33.3	57.0	8.6	1.1	21.5	Yes	Yes
Full-pay meals	9	100.0	I/S	I/S	I/S	I/S	I/S		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	125	100.0	71.6	24.5	2.9	1.0	3.9
Gender							
Male	68	100.0	76.9	19.2	3.8	0.0	3.8
Female	57	100.0	66.0	30.0	2.0	2.0	4.0
Racial/Ethnic Group							
White	3	100.0	I/S	I/S	I/S	I/S	I/S
African American	120	100.0	72.7	23.2	3.0	1.0	4.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	90	100.0	64.0	30.7	4.0	1.3	5.3
Disabled	35	100.0	92.6	7.4	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	125	100.0	71.6	24.5	2.9	1.0	3.9
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	125	100.0	71.6	24.5	2.9	1.0	3.9
Socio-Economic Status							
Subsidized meals	116	100.0	71.0	24.7	3.2	1.1	4.3
Full-pay meals	9	100.0	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	125	100.0	59.8	37.3	2.9	0.0	2.9
Gender							
Male	68	100.0	61.5	36.5	1.9	0.0	1.9
Female	57	100.0	58.0	38.0	4.0	0.0	4.0
Racial/Ethnic Group							
White	3	100.0	I/S	I/S	I/S	I/S	I/S
African American	120	100.0	60.6	36.4	3.0	0.0	3.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	90	100.0	50.7	45.3	4.0	0.0	4.0
Disabled	35	100.0	85.2	14.8	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	125	100.0	59.8	37.3	2.9	0.0	2.9
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	125	100.0	59.8	37.3	2.9	0.0	2.9
Socio-Economic Status							
Subsidized meals	116	100.0	58.1	38.7	3.2	0.0	3.2
Full-pay meals	9	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	47	100.0	23.1	59.0	15.4	2.6	17.9
	4	39	100.0	42.4	54.5	3.0	N/A	3.0
	5	46	100.0	47.2	44.4	8.3	N/A	8.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	41	100.0	22.9	40.0	37.1	0.0	37.1
	4	48	100.0	37.8	48.6	13.5	0.0	13.5
	5	36	100.0	31.0	55.2	13.8	0.0	13.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	47	100.0	38.5	56.4	N/A	5.1	5.1
	4	39	100.0	39.4	54.5	3.0	3.0	6.1
	5	46	100.0	44.4	44.4	8.3	2.8	11.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	41	100.0	42.9	51.4	5.7	0.0	5.7
	4	48	100.0	32.4	56.8	8.1	2.7	10.8
	5	36	100.0	20.7	69.0	10.3	0.0	10.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	41	100.0	65.7	28.6	5.7	0.0	5.7
	4	48	100.0	75.7	18.9	2.7	2.7	5.4
	5	36	100.0	72.4	27.6	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	41	100.0	54.3	42.9	2.9	0.0	2.9
	4	48	100.0	51.4	43.2	5.4	0.0	5.4
	5	36	100.0	75.9	24.1	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 208)				
First graders who attended full-day kindergarten	93.3%	Down from 96.8%	100.0%	100.0%
Retention rate	0.9%	Down from 3.9%	4.0%	3.0%
Attendance rate	96.0%	Up from 95.0%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	20.8%	Up from 13.6%	6.2%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	22.4%	Up from 15.2%	5.5%	3.2%
Eligible for gifted and talented	3.8%	Down from 4.3%	4.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	15.6%	Up from 12.7%	8.1%	8.2%
Older than usual for grade	2.4%	Up from 1.8%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.0%	Down from 6.3%	0.0%	0.0%
Teachers (n= 22)				
Teachers with advanced degrees	54.5%	Down from 60.9%	50.0%	52.6%
Continuing contract teachers	63.6%	Down from 91.3%	77.4%	83.3%
Highly qualified teachers	81.0%	Down from 84.2%	92.0%	93.5%
Teachers with emergency or provisional certificates	15.8%	Up from 4.5%	3.0%	0.0%
Teachers returning from previous year	87.2%	Down from 94.5%	82.9%	87.0%
Teacher attendance rate	95.2%	Up from 92.9%	94.9%	95.0%
Average teacher salary	\$45,639	Down 10.1%	\$40,277	\$41,703
Prof. development days/teacher	N/R	N/R	14.3 days	12.8 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	15.2 to 1	Down from 17.7 to 1	16.5 to 1	18.8 to 1
Prime instructional time	90.3%	Up from 87.2%	88.8%	89.8%
Dollars spent per pupil*	\$9,172	Up 9.8%	\$7,418	\$6,242
Percent of expenditures for teacher salaries*	74.6%	Down from 75.2%	63.9%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.6%		89.4%	
Highly qualified teachers in high poverty schools	89.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Edward E. Taylor Elementary is to develop and implement plans that will educate the whole child by empowering them to become productive citizens and lifelong learners. We have concentrated our staff development efforts by allocating funds for teachers to participate in conferences on best practices. We continue to increase the writing skills of our students by having a consultant do demonstration lessons with each teacher's class. She then returns and monitors the writing samples of the students with each teacher and they discuss ways to conference with students to improve the writing of the individual students. Seven teachers have accomplished National Board Certification while four are presently at our school this year. We have 15 of 22 members on our staff who have achieved Highly Qualified status according to the criteria established by the No Child Left Behind Act (NCLB) of 2001.

During the 2004-2005 school year, we received a 21st Century grant that has allowed us to give students in grades 3-5 that scored below basic on the Palmetto Achievement Challenge Test additional help after school in the areas of English Language Arts and math (three days) and enrichment activities such as piano, art and chorus (two days). Students in grade 3 have the opportunity to reinforce and enhance skills taught during the regular school day by attending the homework center 5 days per week. Students who do not attend either of these programs may attend the after-school Boys and Girls Club located at our school each day until 6:00 P.M. The after-school programs reinforce and enhance the learning process by extending the school day.

The effective implementation of our standards-based curriculum is driven by the South Carolina standards. Lessons are filled with motivation techniques for student learning, logical development, optimum pacing, differentiation of instruction, and use of appropriate strategies that enhance and contribute to student achievement. We know that parents are our students' first teachers. We have Books and Breakfast for parents of child development, kindergarten, and first graders who meet twice a month to discuss strategies that connect school and home. A support group for Grandparents Raising or Helping to Raise grandchildren meets bi-weekly to discuss issues pertaining to children and invites speakers to talk about programs offered that will help them make the transition to parenthood again as smooth as possible. We have lunch buddies, mentors, foster grandparents, and volunteers who come to help students on a daily or weekly basis.

Parents, students, and the community have a unified effort to instill positive character traits and stress personal responsibility in each of our students. Our school's motto "Do unto others as you would have them do unto you" is a testament of our commitment to academic success for all.

Debbie R. Hunter, Principal
Terry Mack, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	21	36	18
Percent satisfied with learning environment	90.0%	94.4%	88.2%
Percent satisfied with social and physical environment	95.0%	88.9%	94.4%
Percent satisfied with school-home relations	57.1%	83.3%	72.2%

*Only students at the highest elementary school grade level at this school and their parents were included.